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Correlated to:
Utah Foreign Language Core Curriculum, (Developing & Expanding Levels)

UTAH FOREIGN LANGUAGE STANDARDS AND PERFORMANCE INDICATORS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
GOAL ONE: COMMUNICATE in Languages Other Than English	
<i>Rationale - Communicating successfully in other languages depends on developing facility with the languages and a familiarity with the interaction of language and culture in societies. As world boundaries continue to open, both communicatively and physically, it becomes even more important that the study of foreign languages result in a proficiency level which enables students to understand, speak, read, and write appropriately.</i>	
Standard 1.1 Students obtain and provide information, express feelings and emotions, engage in conversations, and exchange opinions.	
Progress Indicators	
Developing	
A. Apply the sound patterns and the writing systems of the target language in a limited context.	
B. Elaborate on needs. Incorporate basic courtesies and appropriate non-verbals into conversations.	SE/TE: 18, 170 TECH: Practice Answers on Transparencies
C. Elaborate on descriptions within a context.	SE/TE: xxxiv, 4, 7, 9, 12, 16, 28, 29, 34, 41, 47, 50, 61, 62, 73, 74, 45, 78, 80, 87, 89, 93, 96, 107, 109, 110, 19, 121, 124, 129, 154, 158, 165, 169, 173, 178, 185, 204, 218, 219, 248, 249, 256, 258, 291, 294, 299, 303, 305, 338, 350, 353, 355, 361, 363, 366, 379, 401, 458, 461 TR: Fine Art Transparencies Teacher's Guide TECH: Fine Art Transparencies
D. Discuss likes and dislikes.	SE/TE: 4, 9, 11, 81, 87, 108, 127, 170, 195, 200, 211, 259, 271, 310 TECH: Practice Answers on Transparencies
E. State, clarify, and support opinions.	SE/TE: 25, 35, 39, 62, 65, 78, 81, 91, 92, 93, 129, 131, 139, 161, 179, 179, 195, 199, 212, 213, 219, 222, 231, 241, 257, 258, 262, 264, 265, 271, 281, 304, 305, 307, 309, 311, 346, 386, 395, 402, 406, 425, 430, 434, 437, 438, 449, 450, 451, 453, 454, 455 TECH: Practice Answers on Transparencies
F. Provide and request clarification.	SE/TE: 2, 11, 13, 20, 29, 32, 34, 41, 43, 57, 91, 109, 118, 163, 188, 226, 228, 247, 293, 295, 303, 308, 354, 393 TECH: Practice Answers on Transparencies
G. Use different ways to express the same idea (circumlocution).	SE/TE: 257

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H. Give directions, instructions, and commands in familiar situations.	SE/TE: 121, 123, 124, 125, 133, 134, 136, 138, 139, 143, 153
I. Exchange information with peers and others.	SE/TE: 3, 4, 9, 13, 16, 17, 26, 27, 32, 33, 43, 44, 72, 77, 119, 120, 131, 157, 164, 171, 180, 183, 185, 202, 208, 210, 211, 212, 215, 216, 219, 225, 226, 228, 257, 261, 262, 272, 274, 276, 317, 321, 322, 323, 338, 340, 341, 347, 349, 353, 361, 363, 366, 368, 384, 385, 399, 405, 407, 414, 431, 438, 445, 446, 457, 460 TECH: Practice Answers on Transparencies
Expanding	
A. Use sound patterns and writing systems of the target language spontaneously.	
B. Manage unforeseen circumstances and complicated situations.	SE/TE: 213, 245
C. Converse using language and behaviors that are appropriate to the setting.	SE/TE: 202
D. Create detailed oral descriptions within a context.	SE/TE: 50, 51, 61, 75, 97, 142, 280, 281, 310, 326, 327, 337, 351, 372, 373, 383, 396, 418, 419, 425, 446, 447, 454, 475 TECH: Practice Answers on Transparencies
E. Exchange personal feelings and ideas for the purpose of understanding or persuading others.	SE/TE: 231, 235, 236-237, 265, 274, 277, 441, 442, 443, 455, 461, 465, 471
F. Collaborate to develop and propose solutions to problems.	SE/TE: 34, 108, 169, 177, 181, 189, 231, 235, 333, 340, 368, 396, 400, 403, 409, 410, 411, 414, 415, 429, 432, 447, 458, 460, 461, 464 TECH: Practice Answers on Transparencies
G. Use a variety of language strategies to seek information and convey meaning (short responsive comments, pause fillers, circumlocution).	SE/TE: 168, 256
H. Give directions, instructions, and commands in unfamiliar situations.	SE/TE: 394
I. Initiate, sustain, and conclude conversations on expanded topics.	
Standard 1.2 Students understand, interpret, and respond to written and spoken language on a variety of topics.	

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Progress Indicators	
Developing	
A. Respond appropriately to a series of directions, instructions, and commands.	SE/TE: 14, 15, 50-53, 96-99, 121, 122, 133, 142, 143, 144-145, 188, 189, 190-191, 234, 235, 236-237, 280, 281, 282-283, 327, 328-329, 372, 373, 374-375, 418, 419, 420-421, 466-467 TECH: Practice Answers on Transparencies
B. Respond to complex oral or written descriptions.	SE/TE: xxxiv, 2, 4, 5, 8,16, 18, 19, 20, 22-23, 24-25, 29, 30, 31, 32, 33, 36-37, 38-39, 41, 47, 61, 63, 66, 68-69, 70-71, 72, 74, 75, 76, 77, 79, 81, 82-83, 84-85, 87, 88, 89, 90, 91, 96, 107, 108, 109, 111, 114-115, 116-117, 119, 120, 125, 130, 131, 132, 134, 138, 149, 153, 154, 155, 156, 157, 160-161, 162-163, 164, 168, 170, 171, 174-175, 178, 179, 180, 181, 182, 183, 184, 185, 195, 199, 200, 201, 202, 203, 205-207, 208-209, 210, 212, 213, 214, 215, 216, 217, 218, 220-221, 222-223, 224, 226, 227, 230, 232-233, 234, 245, 246-247, 248-249, 256, 259, 260, 261, 264, 265, 270, 272, 273, 275, 280, 291, 292, 293, 294, 295, 302, 304, 306, 316, 317, 318, 319, 320, 321, 323, 337, 338-341, 348, 349, 352, 355, 395, 396, 398, 399, 402, 408, 409, 411, 412, 413, 414, 429, 430-433, 440, 441, 442, 444, 445, 452, 454, 456, 458, 461, 475 TR: Resource Book: Cap. Para Empezar-5, Input Script; Cap. Para Empezar-5, Audio Script; Fine Art Transparencies Teacher's Guide TECH: Practice Answers on Transparencies; Vocabulary and Grammar Transparencies: 4, 14, 16, 18, 20, 23, 24, 25, 26, 27, 28, 32, 34, 36-37, 38-39, 43-44, 45, 51, 53-54, 55-56, 57, 59-60, 61-62, 65, 66, 67, 68, 69, 70-71, 72, 80, 84, 86, 88-89, 90, 93, 94-95, 99, 100, 101, 102, 103-104, 105, 106, 109-110, 111-112, 115, 116-117, 118-119, 133-134, 135-136, 149-152, 165-168, 181-184; Fine Art Transparencies; Audio Program: CD: Cap. Para Empezar, Tracks 1,3,6; Cap. 1, Tracks 1-5, 7, 8, 10-12, 13-14, 15, 17, 22; Cap. 2, Tracks 1-7, 9, 10, 12, 13, 15, 16, 17, 20, 23, 25; Cap. 3, Tracks 1-6, 18, 23; Cap. 4, Tracks 1-5, 7, 9, 10, 11, 12, 14, 19; Cap. 5, Tracks 1-5, 9, 10-12, 13-15, 17, 21, 23

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C. Read and respond to significant details in developmentally appropriate materials.	SE/TE: 6, 8, 26, 28, 29, 30, 34, 35, 40, 42, 43, 45, 46, 57, 73, 77, 78, 81, 92, 93, 103, 107, 112, 118, 119, 120, 124, 131, 153, 159, 165, 166, 167, 173, 178, 179, 185, 204, 212, 219, 226, 231, 241, 245, 251, 257, 262, 271, 276, 277, 287, 291, 296, 305, 307, 309, 310, 311, 317, 318, 322, 333, 335, 342, 349, 350, 351, 355, 361, 362, 379, 383, 388, 397, 400, 401, 403, 409, 410, 411, 413, 415, 429, 434, 443, 447, 453, 455, 457, 471, 475 TR: Fine Art Transparencies Teacher's Guide TECH: Fine Art Transparencies; Vocabulary and Grammar Transparencies: 12
D. Respond to speakers accustomed to communicating with language learners.	SE/TE: 4, 8, 18, 28, 44, 51, 97 TECH: Audio Program: CD: Cap. Para Empezar, Tracks 3, 6
E. Use aural, visual, and contextual clues to derive meaning.	SE/TE: 24, 39, 48, 54, 70, 92, 94, 140, 174, 232
F. Comprehend and respond to formal written communication such as business communication or official documents.	
G. Comprehend speech on familiar topics. Identify the main idea and supporting details in written material.	SE/TE: 48-49, 50, 51, 54-57, 94-95, 114-117, 126-129, 133, 138, 140-141, 142-143, 188, 189, 232-233 TR: Resource Book: Cap. 1, Audio Script TECH: Practice Answers on Transparencies; Vocabulary and Grammar Transparencies: 20. 48, 76-77, 78-79, 83, 98; Audio Program: CD: Cap. 1, Track 20; Cap. 3, Tracks 9-15, 18, 20; Cap. 4, Track 17
Expanding	
A. Respond appropriately to directions, instructions, and commands intended for native speakers.	
B. Analyze information based on complex oral and/or written descriptions.	SE/TE: 80, 81, 92, 94-95, 100-103, 186-187, 254-255, 266-267, 268-269, 278-279, 298-299, 300-301, 312-315, 324-325, 326, 330-333, 344-345, 346-347, 356, 359, 370-371, 372, 376-379, 390-393, 404-407, 416-417, 418, 422-423, 436-439, 448-451, 462-463, 464, 468-471 TR: Resource Book: Cap. 6-10, Input Script; Cap. 6-10. Audio Script; Fine Art Transparencies Teacher's Guide

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(Continued) B. Analyze information based on complex oral and/or written descriptions.	(Continued) TECH: Practice Answers on Transparencies; Fine Art Transparencies; Vocabulary and Grammar Transparencies: 120-121, 122-123, 126-127, 137-138, 139-140, 142-143, 144-145, 153-156, 158-161, 169-172, 175-178, 180, 185-188, 191-194; Audio Program: CD: Cap. 6, Tracks 1-5, 9-13; Cap. 7, Tracks 1-4, 8, 9, 10; Cap. 8, Tracks 1-4, 7-10, 16; Cap. 9, Tracks 1-4, 7-10, 15; Cap. 10. Tracks 1-4, 10-14
C. Analyze and interpret cause and effect and other relationships in authentic materials.	SE/TE: 146-149, 284-287, 312-313, 314-315, 363
D. Respond to speakers who are unaccustomed to communicating with language learners.	
E. Use aural, visual and contextual clues to derive meaning from unfamiliar material.	SE/TE: 92, 94, 100, 140, 146, 181, 192, 238, 278, 284, 324, 330, 370, 376, 416, 422, 762, 468
F. Comprehend and respond to mood and implied meaning of written communication.	SE/TE: 135, 136, 137, 138, 139 TECH: Practice Answers on Transparencies; Vocabulary and Grammar Transparencies: 81, 82
G. Comprehend speech on unfamiliar topics.	
H. Interpret and analyze the main idea and significant details from authentic materials. Research and synthesize information from a variety of sources.	SE/TE: 146-149, 192-195, 238-241, 284-287, 312-313, 314-315, 363 TR: Fine Art Transparencies Teacher's Guide TECH: Fine Art Transparencies
Standard 1.3 Students present information, concepts, and ideas to listeners and readers for a variety of purposes.	
Progress Indicators	
Developing	
A. Explain a process using prior knowledge and experience.	SE: 29, 121, 141, 182, 189 TE: 338
B. Give a description using complex sentence structures.	SE: 4, 6, 7, 9, 10, 14, 16, 18, 25, 38, 43, 44, 46, 50, 63, 65, 73, 74, 75, 80, 93, 94-95, 97, 98-99, 108, 154, 167, 170, 172, 181, 185, 188, 200, 202, 203, 209, 217, 218, 241, 256, 258, 274, 277, 281, 294, 321, 323, 337, 340, 354, 416, 442 TE: xxxiv-a, 16-a, 43, 62-a, 62, 64, 65, 80, 108-a, 108, 154, 164, 178, 200-a, 342, 353

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(Continued)	(Continued)
B. Give a description using complex sentence structures.	TR: Fine Art Transparencies Teacher's Guide TECH: Fine Art Transparencies; Practice Answers on Transparencies
C. Produce formal and informal written communication.	SE: 15, 28, 52-53, 161, 64, 85, 107, 125, 144-145, 153, 171, 187, 190-191, 213, 241, 245, 256, 322, 339, 429, 430, 471 TE: 12, 38, 88, 246-a, 252, 430-b
D. Summarize and interpret information from authentic materials and present to an audience.	SE: 29, 97, 98-99, 232-233, 410, 411, 415, 416-417 TE: 16-a, 22, 70, 194, 232, 274, 334, 338-a, 370, 462
E. Narrate events.	SE: 2, 5, 6, 7, 9, 13, 17, 26, 28, 32, 34, 35, 41, 44, 45, 48-49, 50, 51, 57, 81, 86, 110, 123, 126, 142, 143, 155, 173, 199, 201, 213, 225, 261, 262, 351, 368, 431 TE: xxxiv-a, 28, 42, 54, 76, 102, 104, 130, 341, 408
F. Present material spontaneously on familiar topics.	SE: 119, 225, 234, 304, 305, 361, 363, 372, 425, 442, 460 TE: 24, 33, 124, 206, 208, 330, 380, 441, 460, 462
Expanding	
A. Explain a complex process incorporating detailed instructions.	SE/TE: 419
B. Give a cohesive, paragraph-length description.	SE: 165, 264, 279, 281, 348, 373, 400, 446, 458, 461, 465 TE: 292-a, 316, 404, 445
C. Produce a written sample that conveys a mood, implied meaning, or abstract idea.	SE: 236-237, 263, 282-283, 287, 291, 309, 323, 328-329, 365, 374-375, 383, 395, 397, 406, 420-421, 447, 455, 463, 466-467, 475 TE: 436, 439
D. Present an analysis of an authentic oral or written text to an audience. Formulate and defend a position on a researched issue.	SE: 233, 235, 311, 317, 325, 327, 394, 403, 461 TE: 314, 369, 384-a, 390, 448
E. Elaborate on events.	SE: 307, 327, 396, 418, 444, 454, 464 TE: 288, 444, 458
F. Present material and respond spontaneously to questions.	SE/TE: 451

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GOAL TWO: Gain Knowledge and Understanding of OTHER CULTURES	
<i>Rationale - Studying another language provides students a unique opportunity to understand different cultures by discovering the practices and perspectives of the target cultures.</i>	
Standard 2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.	
Progress Indicators	
Developing	
A1. Describe and analyze characteristics and behaviors of everyday life in the target cultures.	SE: xxxiv, 77, 131, 149, 178, 195, 199, 212, 241, 257, 271, 287, 291, 396, 438, 439 TE: 1, 3, 9, 125, 127, 159, 161, 175, 177, 181, 187, 207, 209, 255, 257, 267, 269, 277, 287, 437, 439, 461
A2. Identify differences in practices among same-language cultures.	TE: 133
B. Practice language and behaviors appropriate to the target cultures.	SE: 164, 170 TE: 164, 171
C. Analyze commonly held generalizations about the cultures studied.	
D. Discuss social and geographic factors that impact cultural practices.	SE: xvii-xxxi, 12, 20, 27, 40, 45, 48-49, 57, 61, 100-103, 120, 140-141, 179, 204, 212, 226, 241, 262, 296, 298-299, 300-301, 310, 311, 312-313, 314-315, 316, 318, 324-325, 353, 337, 344-345, 346-347, 349, 350, 356-357, 358-359, 362, 363, 370-371, 379, 392-393, 407, 416-417, 425, 434, 440, 443, 453, 462-463, 468-471 TE: xvii-xxxi, 11, 13, 21, 23, 25, 27, 29, 35, 37, 49, 55, 57, 101, 129, 133, 141, 159, 179, 181, 185, 205, 223, 233, 241, 273, 299, 301, 311, 315, 323, 325, 331, 333, 343, 345, 349, 359, 361, 365, 389, 391, 393, 395, 397, 401, 403, 407, 409, 411, 415, 417, 420, 435, 443, 451, 453, 457, 463, 469
E. Interpret the cultural connotations of common words, phrases, and idioms.	TE: 41

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Expanding	
A1. Investigate the impact of cultural practices on individuals in local, national, and international communities.	SE: xxxiv, 77, 131, 149, 178, 195, 199, 212, 241, 257, 271, 287, 291, 396, 438, 439 TE: 1, 3, 9, 125, 127, 159, 161, 175, 177, 181, 187, 207, 209, 255, 257, 267, 269, 277, 287, 437, 439, 461
A2. Compare and contrast practices among same-language cultures.	TE: 133
B. Use appropriate language and behaviors in authentic situations.	SE: 164, 170 TE: 164, 171
C. Discuss and evaluate commonly held generalizations about the cultures studied.	
D. Analyze social and geographic factors that impact cultural practices.	SE: xvii-xxxi, 12, 20, 27, 40, 45, 48-49, 57, 61, 100-103, 120, 140-141, 179, 204, 212, 226, 241, 262, 296, 298-299, 300-301, 310, 311, 312-313, 314-315, 316, 318, 324-325, 353, 337, 344-345, 346-347, 349, 350, 356-357, 358-359, 362, 363, 370-371, 379, 392-393, 407, 416-417, 425, 434, 440, 443, 453, 462-463, 468-471 TE: xvii-xxxi, 11, 13, 21, 23, 25, 27, 29, 35, 37, 49, 55, 57, 101, 129, 133, 141, 159, 179, 181, 185, 205, 223, 233, 241, 273, 299, 301, 311, 315, 323, 325, 331, 333, 343, 345, 349, 359, 361, 365, 389, 391, 393, 395, 397, 401, 403, 407, 409, 411, 415, 417, 420, 435, 443, 451, 453, 457, 463, 469
E. Use culturally embedded words, phrases, and idioms appropriately.	TE: 41
Standard 2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.	
Progress Indicators	
Developing	
A. Identify and discuss the economic and social impact of products on the world market.	SE: 112, 276 TE: 81, 113, 115, 117, 253
B. Describe the expressive forms of the target cultures.	SE: 54-57, 66, 68-69, 70-71, 73, 74, 75, 77, 78, 82-83, 84-85, 86, 87, 89, 91, 92, 93, 94-95, 96, 149, 153, 158, 178, 179, 183, 186-187, 192-195, 204, 215, 219, 226, 231, 238-240, 250, 264, 278-279, 284-287, 317, 330-333

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(Continued) B. Describe the expressive forms of the target cultures.	(Continued) SE: 342, 351, 355, 360, 361, 363, 388, 413, 434, 447, 455 TE: xxxiv-b, 62-b, 69, 71, 73, 75, 77, 79, 83, 85, 87, 89, 91, 103, 139, 149, 154-b, 179, 183, 187, 195, 215, 219, 231, 239, 265, 279, 285, 292-b, 331, 363, 384-b, 429, 447, 455 TR: Fine Art Transparencies Teacher's Guide TECH: Fine Art Transparencies
C. Explain and discuss objects, images, and symbols of the target cultures.	SE: 140-141, 314-315 TE: 16-b, 62-b, 108-b, 125, 139, 154-b, 200-b, 246-b, 267, 338-b, 413, 430-b
D. Describe the relationship between cultural perspectives and products/contributions as reflected in visual arts, literature, music, dance, and drama.	SE: 20, 66, 68-69, 70-71, 73, 74, 75, 77, 80, 82-83, 84-85, 94-95, 100-103, 107, 158, 179, 192-195, 204, 215, 219, 231, 238-241, 278-279, 296, 317, 330-333, 342, 351, 376-379, 455, 468-471 TE: 67, 69, 71, 73, 75, 77, 81, 83, 85, 95, 149, 159, 179, 195, 205, 215, 219, 231, 279, 292-b, 333, 455 TR: Fine Art Transparencies Teacher's Guide TECH: Fine Art Transparencies
E. Discuss external factors which impact the needs and behaviors reflected in laws, advertisements, and exports and imports.	SE: 116-117, 126, 139, 176-177, 208-209, 222, 223, 258, 277, 287, 392-393, 396, 400, 403, 415, 443 TE: 443
F. Discuss the contributions of diverse groups within the target cultures.	SE: 48-49, 54-57, 120, 140-141, 245, 300-301, 310, 311, 312-313, 314-315, 316, 318, 319, 321, 324-325, 343, 344-345, 346-347, 355, 356-359, 362, 370-371, 376-379, 462-463 TE: 133, 141, 205, 251, 296, 299, 301, 311, 315, 323, 325, 345, 349, 355, 359, 379
G. Discuss the effects of the target cultures on individuals within their society. Recognize and discuss the effect of target cultures on other societies.	SE: 100-103, 140-141, 167, 216, 222, 223, 232-233, 241, 262, 287, 383, 406, 410, 416-417, 422-425, 435, 453 TE: 45, 127, 131, 175, 185, 233, 241, 253, 277, 287, 403, 411, 417, 425, 453
Expanding	
A. Assess the economic and social impact of products on the world market.	SE: 112, 276 TE: 81, 113, 115, 117, 253
B. Analyze the impact of the expressive forms of the target cultures.	SE: 54-57, 66, 68-69, 70-71, 73, 74, 75, 77, 78, 82-83, 84-85, 86, 87, 89, 91, 92, 93, 94-95, 96, 149, 153, 158, 178, 179, 183, 186-187

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(Continued) B. Analyze the impact of the expressive forms of the target cultures.	(Continued) SE: 192-195, 204, 215, 219, 226, 231, 238-240, 250, 264, 278-279, 284-287, 317, 330-333, 342, 351, 355, 360, 361, 363, 388, 413, 434, 447, 455 TE: xxxiv-b, 62-b, 69, 71, 73, 75, 77, 79, 83, 85, 87, 89, 91, 103, 139, 149, 154-b, 179, 183, 187, 195, 215, 219, 231, 239, 265, 279, 285, 292-b, 331, 363, 384-b, 429, 447, 455 TR: Fine Art Transparencies Teacher's Guide TECH: Fine Art Transparencies
C. Analyze the significance of objects, images, and symbols of the target cultures.	SE: 140-141, 314-315 TE: 16-b, 62-b, 108-b, 125, 139, 154-b, 200-b, 246-b, 267, 338-b, 413, 430-b
D. Analyze the target cultures through their visual arts, literature, music, dance, or drama using the target language.	SE: 20, 66, 68-69, 70-71, 73, 74, 75, 77, 80, 82-83, 84-85, 94-95, 100-103, 107, 158, 179, 192-195, 204, 215, 219, 231, 238-241, 278-279, 296, 317, 330-333, 342, 351, 376-379, 455, 468-471 TE: 67, 69, 71, 73, 75, 77, 81, 83, 85, 95, 149, 159, 179, 195, 205, 215, 219, 231, 279, 292-b, 333, 455 TR: Fine Art Transparencies Teacher's Guide TECH: Fine Art Transparencies
E. Analyze the interplay among internal and external factors associated with laws, advertisements, and exports and imports.	SE: 116-117, 126, 139, 176-177, 208-209, 222, 223, 258, 277, 287, 392-393, 396, 400, 403, 415, 443 TE: 443
F. Analyze contributions of diverse groups within the target cultures.	SE: 48-49, 54-57, 120, 140-141, 245, 300-301, 310, 311, 312-313, 314-315, 316, 318, 319, 321, 324-325, 343, 344-345, 346-347, 355, 356-359, 362, 370-371, 376-379, 462-463 TE: 133, 141, 205, 251, 296, 299, 301, 311, 315, 323, 325, 345, 349, 355, 359, 379
G. Analyze the effects of the target cultures on individuals within their society and evaluate such effects on other societies.	SE: 100-103, 140-141, 167, 216, 222, 223, 232-233, 241, 262, 287, 383, 406, 410, 416-417, 422-425, 435, 453 TE: 45, 127, 131, 175, 185, 233, 241, 253, 277, 287, 403, 411, 417, 425, 453

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GOAL THREE: CONNECT With Other DISCIPLINES and Acquire Information	
<i>Rationale - Connecting the target language curriculum with other parts of students' academic lives opens doors to information and opportunities which enrich their entire school and life experience. A conscious effort to make these connections will create a flow of interaction between the target language classroom and other disciplines, enriching the curricula.</i>	
Standard 3.1 Students reinforce and expand their knowledge of other disciplines through the target language.	
Progress Indicators	
Developing	
A. Transfer and apply, within a limited context, information and skills common to other disciplines and language study.	SE: xvii-xxxi, 14, 15, 25, 29, 35, 39, 47, 48, 51, 52, 53, 54, 57, 67, 68-69, 70, 71, 73, 74, 75, 77, 78, 80, 82-83, 84-85, 86, 89, 91, 92, 93, 94, 96, 97, 98-99, 100, 112, 122, 124, 126-127, 138, 140, 143, 144-145, 146, 154, 158, 165, 166, 172, 174, 179, 181, 187, 189, 190-191, 192, 204, 212, 215, 219, 232, 235, 236-237, 238, 250, 256, 259, 265, 278, 281, 282-283, 284, 296, 302, 304, 305, 307, 310, 311, 312-313, 314-315, 316, 317, 318, 323, 324, 327, 328-329, 330, 340, 342, 344-345, 346-347, 349, 350, 355, 356-359, 360, 361, 362, 363, 370-371, 373, 374-375, 376-379, 390-391, 392-393, 394, 397, 404-405, 406-407, 408, 409, 410, 413, 415, 416-417, 419, 420-421, 422, 440, 442, 443, 462-463, 465, 466-467, 468 TE: xviii-xxxi, 82, 84, 89, 95, 124, 179, 206, 369
B. Analyze the information gathered through target language resources for use in other disciplines.	SE: xviii-xxxi, xxxiv, 20, 27, 29, 40, 46, 48-49, 67, 70-71, 73, 74, 75, 77, 78, 80, 82-83, 84-85, 91, 94-95, 96, 112, 114-115, 116-117, 120, 124, 125, 126-127, 128-129, 131, 140-141, 146-149, 179, 192-195, 204, 219, 226, 265, 277, 278-279, 298-299, 300-301, 310, 311, 317, 318, 319, 324-325, 333, 342, 344-345, 346-347, 349, 350, 355, 356-359, 363, 370-371, 388, 394, 396, 401, 403, 404-405, 406-407, 409, 410, 415, 422-425, 429, 434, 438-439, 442, 448-449, 450-451, 453, 455, 457 TE: xiii-xxxi, 95

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Expanding	
A. Apply, within an unfamiliar context, information and skills common to other disciplines and language study.	SE: xvii-xxxi, 14, 15, 25, 29, 35, 39, 47, 48, 51, 52, 53, 54, 57, 67, 68-69, 70, 71, 73, 74, 75, 77, 78, 80, 82-83, 84-85, 86, 89, 91, 92, 93, 94, 96, 97, 98-99, 100, 112, 122, 124, 126-127, 138, 140, 143, 144-145, 146, 154, 158, 165, 166, 172, 174, 179, 181, 187, 189, 190-191, 192, 204, 212, 215, 219, 232, 235, 236-237, 238, 250, 256, 259, 265, 278, 281, 282-283, 284, 296, 302, 304, 305, 307, 310, 311, 312-313, 314-315, 316, 317, 318, 323, 324, 327, 328-329, 330, 340 342, 344-345, 346-347, 349, 350, 355, 356-359, 360, 361, 362, 363, 370-371, 373, 374-375, 376-379, 390-391, 392-393, 394, 397, 404-405, 406-407, 408, 409, 410, 413, 415, 416-417, 419, 420-421, 422, 440, 442, 443, 462-463, 465, 466-467, 468 TE: xviii-xxxi, 82, 84, 89, 95, 124, 179, 206, 369
B. Locate target language resources independently and synthesize information for use in other disciplines	SE: xviii-xxxi, xxxiv, 20, 27, 29, 40, 46, 48-49, 67, 70-71, 73, 74, 75, 77, 78, 80, 82-83, 84-85, 91, 94-95, 96, 112, 114-115, 116-117, 120, 124, 125, 126-127, 128-129, 131, 140-141, 146-149, 179, 192-195, 204, 219, 226, 265, 277, 278-279, 298-299, 300-301, 310, 311, 317, 318, 319, 324-325, 333, 342, 344-345, 346-347, 349, 350, 355, 356-359, 363, 370-371, 388, 394, 396, 401, 403, 404-405, 406-407, 409, 410, 415, 422-425, 429, 434, 438-439, 442, 448-449, 450-451, 453, 455, 457 TE: xiii-xxxi, 95
Standard 3.2 Students acquire information and recognize viewpoints available through the target language and its cultures.	
Progress Indicators	
Developing	
A. Extract and discuss information from sources intended for native speakers of the target language.	SE: 34, 36, 46, 54-57, 73, 74, 81, 91, 92, 100-103, 115, 116, 117, 126, 128, 129, 138, 139, 146-149, 176-177, 183, 192-195, 215, 221, 222, 223, 224, 238-241, 258, 265, 269, 272, 284-287, 317, 330-333, 350, 351, 363, 392-393, 397, 400, 403, 406-407, 413, 422-425, 438-439, 440, 468-471 TE: xxxiv-b, 16-b, 21, 23, 25, 29, 45, 48, 49, 55, 57, 62-b, 69, 70, 71, 75, 77, 83, 85, 87, 91, 95

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UTAH FOREIGN LANGUAGE STANDARDS AND PERFORMANCE INDICATORS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
(Continued) A. Extract and discuss information from sources intended for native speakers of the target language.	(Continued) TE: 103, 108-b, 115, 119, 127, 141, 149, 154-b, 161, 183, 187, 200-b, 209, 215, 226, 233, 246-b, 265, 279, 292-b, 311, 325, 338-b, 345, 355, 371, 384-b, 401, 417, 430-b, 439, 447, 449
B. Discuss perspectives of the target cultures using authentic sources.	SE: 34, 36, 46, 54-57, 73, 74, 81, 91, 92, 100-103, 115, 116, 117, 126, 128, 129, 138, 139, 146-149, 176-177, 183, 192-195, 215, 221, 222, 223, 224, 238-241, 258, 265, 269, 272, 284-287, 317, 330-333, 350, 351, 363, 392-393, 397, 400, 403, 406-407, 413, 422-425, 438-439, 440, 468-471 TE: xxxiv-b, 16-b, 21, 23, 25, 29, 45, 48, 49, 55, 57, 62-b, 69, 70, 71, 75, 77, 83, 85, 87, 91, 95, 103, 108-b, 115, 119, 127, 141, 149, 154-b, 161, 183, 187, 200-b, 209, 215, 226, 233, 246-b, 265, 279, 292-b, 311, 325, 338-b, 345, 355, 371, 384-b, 401, 417, 430-b, 439, 447, 449
Expanding	
A. Locate independently and apply information from sources intended for native speakers of the target language.	SE: 34, 36, 46, 54-57, 73, 74, 81, 91, 92, 100-103, 115, 116, 117, 126, 128, 129, 138, 139, 146-149, 176-177, 183, 192-195, 215, 221, 222, 223, 224, 238-241, 258, 265, 269, 272, 284-287, 317, 330-333, 350, 351, 363, 392-393, 397, 400, 403, 406-407, 413, 422-425, 438-439, 440, 468-471 TE: xxxiv-b, 16-b, 21, 23, 25, 29, 45, 48, 49, 55, 57, 62-b, 69, 70, 71, 75, 77, 83, 85, 87, 91, 95, 103, 108-b, 115, 119, 127, 141, 149, 154-b, 161, 183, 187, 200-b, 209, 215, 226, 233, 246-b, 265, 279, 292-b, 311, 325, 338-b, 345, 355, 371, 384-b, 401, 417, 430-b, 439, 447, 449
B. Analyze perspectives of the target cultures using authentic sources.	SE: 34, 36, 46, 54-57, 73, 74, 81, 91, 92, 100-103, 115, 116, 117, 126, 128, 129, 138, 139, 146-149, 176-177, 183, 192-195, 215, 221, 222, 223, 224, 238-241, 258, 265, 269, 272, 284-287, 317, 330-333, 350, 351, 363, 392-393, 397, 400, 403, 406-407, 413, 422-425, 438-439, 440, 468-471 TE: xxxiv-b, 16-b, 21, 23, 25, 29, 45, 48, 49, 55, 57, 62-b, 69, 70, 71, 75, 77, 83, 85, 87, 91, 95, 103, 108-b, 115, 119, 127, 141, 149, 154-b, 161, 183, 187, 200-b, 209, 215, 226, 233, 246-b, 265, 279, 292-b, 311, 325, 338-b, 345, 355, 371, 384-b, 401, 417, 430-b, 439, 447, 449

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GOAL FOUR: Use COMPARISONS to Develop Insight Into the Nature of Language and Culture	
<i>Rationale - Discovering patterns among language systems and cultures enhances the students' language learning experience. Students understand better their own language and culture when they are able to compare and contrast them with other languages and cultures.</i>	
Standard 4.1 Students recognize that languages have differences in words, expressions, and sentence structure. They compare and contrast target language patterns with their own.	
Progress Indicators	
Developing	
A. Use borrowed words correctly in the students' own language and in the target language.	SE/TE: 349
B. Use cognates correctly, within limited contexts, in the target language.	
C. Compare and contrast idiomatic expressions in the students' own language and in the target language.	SE/TE: 28
D. Analyze and apply, within limited contexts, the structural patterns of the target language and the students' own language.	SE: 3, 5, 7, 11, 12, 17, 30, 31, 33, 42, 44, 63, 65, 72, 76, 79, 88, 90, 109, 111, 119, 121, 122, 123, 132, 135, 137, 155, 157, 165, 168, 171, 182, 184, 201, 203, 213, 214, 217, 227, 229, 247, 249, 259, 260, 263, 273, 275, 293, 295, 305, 306, 319, 320, 339, 341, 352, 364, 367, 385, 387, 398, 399, 402, 412, 431, 433, 442, 444, 445, 456, 459 TECH: Practice Answers on Transparencies; Vocabulary and Grammar Transparencies: 24, 25, 26, 29, 30, 33, 35, 40, 41, 42, 46, 47, 49, 50, 52, 57, 58, 63, 64, 67, 69, 73, 74, 75, 80, 81, 82, 85, 87, 91, 92, 96, 97, 100, 102, 107, 108, 113, 114, 117, 118, 124, 125, 130, 131, 134, 136, 141, 146, 147, 150, 152, 157, 162, 163, 166, 168, 173, 174, 179, 182, 184, 189, 190, 195, 196
Expanding	
A. Hypothesize why words are borrowed.	
B. Recognize that cognates have the same as well as different meanings among languages.	
C. Use idiomatic expressions of the target language in correct context.	

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D. Use knowledge of structural patterns in the target language and the students' own language to communicate effectively.	
Standard 4.2 Students recognize that cultures use different patterns of interaction. They compare and contrast the cultural patterns of the target language to their own.	
Progress Indicators	
Developing	
A. Analyze the similarities and differences in patterns of interaction between the target cultures and the students' own culture.	SE/TE: xxxiv, 40, 45, 91, 100-103, 167, 231, 241, 257, 271, 287, 296, 310, 351, 392-393, 396, 425, 429, 434, 438, 443, 455, 471
B. Compare and contrast a variety of behavioral patterns, including the use of nonverbals, between the target cultures and the students' own culture.	SE: 21, 48-49, 93, 100-103, 120, 131, 140-141, 149, 164, 170, 178, 195, 204, 207, 212, 277, 351, 435, 449, 451, 461 TE: 101, 125, 127, 164, 170, 171, 177, 181, 255, 277, 436, 439, 461
C. Analyze the similarities or differences in cultural reaction to a local issue.	SE: 212, 226, 257 TE: 212
D. Discuss and explain the impact of the products /contributions from the target cultures on the students' own culture(s).	SE: 66, 91, 103, 112, 183, 185, 232-233, 278-279, 287, 351, 355, 362, 365, 370-371, 379, 383, 388, 457, 462-463, TE: 81, 115, 175, 183, 185, 231, 253, 279, 287, 351, 362, 365, 371, 403, 429, 457, 463
Expanding	
A. Explain the significance of the similarities and differences in patterns of interaction between the target cultures and the students' own culture.	SE/TE: xxxiv, 40, 45, 91, 100-103, 167, 231, 241, 257, 271, 287, 296, 310, 351, 392-393, 396, 425, 429, 434, 438, 443, 455, 471
B. Use knowledge of similar and different behavioral patterns to interact effectively in a variety of social contexts in the target cultures.	SE: 21, 48-49, 93, 100-103, 120, 131, 140-141, 149, 164, 170, 178, 195, 204, 207, 212, 277, 351, 435, 449, 451, 461 TE: 101, 125, 127, 164, 170, 171, 177, 181, 255, 277, 436, 439, 461
C. Predict cultural reactions to a variety of local or national issues.	SE: 212, 226, 257 TE: 212
D. Analyze the impact of the products /contributions from the target cultures on the students' own culture(s).	SE: 66, 91, 103, 112, 183, 185, 232-233, 278-279, 287, 351, 355, 362, 365, 370-371, 379, 383, 388, 457, 462-463, TE: 81, 115, 175, 183, 185, 231, 253, 279, 287, 351, 362, 365, 371, 403, 429, 457, 463

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GOAL FIVE: Participate in Multilingual COMMUNITIES	
<i>Rationale Learning a foreign language enhances career opportunities and enriches students' personal lives. The technology revolution, international marketing, and improved transportation bring opportunities to learn, use, and enjoy a variety of languages in local, national, and international communities.</i>	
Standard 5.1 Students use language skills and cultural knowledge to connect with local, national, and international communities.	
Progress Indicators	
Developing	
A. Respond to target language information encountered in daily life.	
B. Use resources in the community to research the target cultures.	TE: 149, 218, 220, 221, 224, 399
C. Establish connections with the target communities through the use of technology, media, and other authentic resources.	SE: 70, 73, 80, 81, 91, 94-95, 96, 138, 140-141, 149, 183, 185, 196-187, 192-195, 215, 226, 238-241, 264, 276, 284-287, 296, 317, 318, 330-333, 355, 363, 370-371, 388, 413, 447, 457 TE: xxxiv-b, 11, 16-b, 22, 23, 29, 40, 45, 48, 49, 55, 56, 57, 62-b, 69, 71, 75, 77, 83, 85, 87, 91, 95, 103, 108-b, 115, 127, 141, 149, 154-b, 161, 183, 185, 200-b, 209, 222, 224, 226, 232, 233, 246-b, 265, 274, 287, 311, 314, 316, 317, 325, 326, 338-b, 345, 355, 357, 369, 371, 384-b, 399, 401, 405, 417, 429, 430-b, 439, 447, 448, 449, 453, 463
D. Use authentic sources to summarize various viewpoints of other cultures toward the United States and its role in the world arena.	
E. Compare and contrast areas of interdependence among the world's communities.	SE: 80, 81, 230, 269, 271, 276, 351, 365, 379, 390-391, 392-393, 394, 396, 397, 401, 403, 404, 405, 406, 414 TE: 81, 117, 131, 231, 273, 351, 355, 365, 390, 391, 393, 401, 405
Expanding	
A. Interact appropriately in the target language in everyday situations.	
B. Analyze viewpoints of target language resources in the community.	TE: 149, 218, 220, 221, 224, 399

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C. Maintain and expand connections with the target communities through the use of technology, media, and other authentic resources.	SE: 70, 73, 80, 81, 91, 94-95, 96, 138, 140-141, 149, 183, 185, 196-187, 192-195, 215, 226, 238-241, 264, 276, 284-287, 296, 317, 318, 330-333, 355, 363, 370-371, 388, 413, 447, 457 TE: xxxiv-b, 11, 16-b, 22, 23, 29, 40, 45, 48, 49, 55, 56, 57, 62-b, 69, 71, 75, 77, 83, 85, 87, 91, 95, 103, 108-b, 115, 127, 141, 149, 154-b, 161, 183, 185, 200-b, 209, 222, 224, 226, 232, 233, 246-b, 265, 274, 287, 311, 314, 316, 317, 325, 326, 338-b, 345, 355, 357, 369, 371, 384-b, 399, 401, 405, 417, 429, 430-b, 439, 447, 448, 449, 453, 463
D. Use authentic sources to analyze the role of the United States and its role in the world arena as viewed by other cultures.	
E. Analyze the interdependence that exists between the students' own community and other world communities.	SE: 80, 81, 230, 269, 271, 276, 351, 365, 379, 390-391, 392-393, 394, 396, 397, 401, 403, 404, 405, 406, 414 TE: 81, 117, 131, 231, 273, 351, 355, 365, 390, 391, 393, 401, 405
Standard 5.2 Students develop skills of lifelong learners by using language for personal development.	
Progress Indicators	
Developing	
A. Observe professional or occupational interactions involving the target language.	SE: 45, 133, 222, 223, 230, 233-237, 252-253, 262, 266-267, 268-269, 322, 365, 415 TE: 70, 254, 265
B. Select and participate in activities of the target cultures.	SE: 46, 48-49, 54-57, 91, 94-95, 100-103, 138, 140-141, 186-187, 192-195, 215, 232-233, 278-279, 284-287, 317, 318, 324-325, 363, 370-371, 376-379, 413, 416-417, 422-425, 447, 462-463, 468-471
Expanding	
A. Analyze and evaluate the students' own expertise in relation to the professionals observed.	
B. Describe and discuss personal reaction to a target culture experience.	

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